Beliefs about teaching practices and professional development: a proposed framework

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Abstract

An ever demand for educational transformation in Malaysia has given the lecturer more initiative to improve their teaching practices. This situation demonstrates the need to explore alternative teaching beliefs in which lecturers can support, guide, and manage their tasks effectively. The assumption of this study was professional development of lecturers can be characterised by their beliefs on teaching functions and they are influenced by their teaching practices.Thus, this study aims to propose an alternative framework for lecturers' beliefs about teaching and practices for professional development. This study employed thequalitative research design to explore and understand respondents' views about their beliefs on their teaching and practices.The sample of this study was 25 lecturers who responded to the interview questions. The qualitative data were analyzed using inductive thematicanalysis and NVivo software.The findings of the study showed that the five components of the proposed framework correlated and aligned with the higher educational institutions' goals and policies.

The proposed framework on beliefs for teaching functions and practices was recommended to enhance professionalism amongst higher educational institutions' lecturers based on the findings and it could be implemented for assessing teaching functions on their teaching practices for lecturers at any higher educational institutions.

Keywords: lecturers' beliefs, teaching practices, professional development, qualitative research, framework

Introduction

The belief of lecturers in teaching plays an essential role in teaching function best practices to enhance teaching and learning. Lecturers' belief is fundamental as they can help them build their actions and practice in the classroom (Mofreh et al., 2021;Sah & Shah, 2020).

In the teaching and learning process, lecturers' belief is the perception of thoughts, ideas, and experiences(Sah & Shah, 2020) to evaluate the needs to be achieved, what is happening in learning and liked by students. It is essential to make lecturers aware of their teaching beliefs,

as these beliefs and functional roles and responsibilities are essential for bringing about positive change in the classroom during learning. Most lecturers use direct instruction and drilling to teach task comprehension when it comes to teaching practices (Mofreh et al., 2021). They seldom use authentic materials or explain the task during the process. Therefore, it describes how most lecturers believe that students can pay attention by reading materials (Sah & Shah, 2020). Thereby, lecturers reduce their classroom teaching loads by taking on tasks to progress and obtain higher benefits. Besides, It is worthwhile to investigate the role, responsibility of the practice towards lecturer beliefs in the teaching process based on various teaching functions. Regarding Sharma and Al-Sinawai (2019), the lecturer's belief was independent of their duties or responsibilities. However, regarding Zhan (2020), assessments are one of the teaching functions that contribute to lecturers' beliefs concerning their teaching (Mardiana, 2020).

The existence of some impediments connected to the beliefs held by lecturers must be taken into account. These beliefs are related to the teaching functions and must be studied so that a more thorough understanding of how lecturers translate their beliefs into practice can be obtained (Mofreh et al., 2021). Implementing updated and responsive vocational curricula also faces another challenge in the form of lecturers' quality and education management in higher educational institutions. Several past studies have demonstrated that the belief held by the teaching staff might not influence classroom practices because of some factors(Thompson et al., 2021; Yunus, 2020a)such as the lecturer's training and background(Chu et al., 2017; Resch & Schrittesser, 2021), the environment as masters, parents, and prospective students. There are also other factors like the impetus to finish the curriculum(Yunus, 2020a) and getting students ready for exams (Ali et al., 2020; Cortazzi & Jin, 2020).

In consequence of the importance of the role of the lecturers' beliefs, understanding its relation to the practices and professional growth should be investigated based on the lecturers themselves to explore how they view their beliefs and how these beliefs might change their teaching functions and practices which impact their professional growth and quality of the higher educational institutions. Thus, this study aims to propose an alternative framework to the lecturer's beliefs on teaching and practices.

Literature review
Lecturers' Beliefs in Higher Educational Institutions
Education's contribution to growth is highlighted by its ability to educate and provide the human resources required in an ever-expanding modern society. In the transition to the workforce, the higher institution providing high-quality education ensures the requisite preparation for the general public and the international respect from other universities. As higher education institutions, Malaysian universities are obliged to educate, research, and carry out community services (Dumanig & Symaco, 2020). Therefore, the lecturer also plays a role and is responsible for ensuring that the teaching can be delivered to the students effectively.

Lecturers' beliefs and professional development
Lecturers play an important role in achieving the nation's goals. According to Amran et al. (2020), lecturers must be competent and efficient to accomplish the tasks assigned by the university. Thus, professional development has been highlighted as essential in improving teaching and learning effectiveness. Professional development could be achieved through idea exchange between lecturer and students (Mardiana, 2020), where this situation inspires them in lifelong learning and build cooperation in the future. At the same time, Amran et al. (2020)have shown that professional development can be related to the technology used during teaching and learning. It could be improved through reskilling and upskilling lecturer competencies in academic research to enhance their professionalism. These professional development learning opportunities allow lecturers to continue developing their capability beliefs (Perera & John, 2020; Tahir et al., 2020). Therefore, the capability of lecturers' beliefs leading to classroom practices teaching is an integral part of lecturers' education in generating a better understanding of their beliefs about teaching and learning.

Lecturers' beliefs and practices

Regarding Yussof and Sun (2020), lecturer practices are described as being determined or influenced by lecturer education, experience, perceptions, and interpretations of official policies. These practices emphasize the significance of lecturers' training in assessing the needs of learners and raising awareness of how the method used can affect and support instruction. This subject to the lecturers' sensitivity to learners' needs and their ability to plan and improve instructional strategies are essential to the instructional quality and positive learner outcomes. This practice enables the development of high-quality undergraduate and graduate programs that are responsive to students' evolving needs, enabling them to engage in productive (Fitriyah, 2020; Zhan, 2020) and meaningful learning (Dumanig & Symaco, 2020; Mardiana, 2020; Perera & John, 2020; Mofreh et al., 2022).

Regarding Sharma & Al-Sinawai (2019), lecturers' integration in continuous assessment tasks contributes to students performance. Lecturer practice demonstrates how a lecturer responds to classroom assessment events that affect students' performance. Thus, lecturers should make daily efforts to achieve this integration. Students face significant changes in their academic learning and social relationships, which may challenge them as they continue their education. Perhaps additional support and guidance from lecturers would be required for learning itself and adaptation to the university-based educational environment. Lecturers need to determine assessment methods that will help them identify students who are unsure or have poor learning skills or attitudes. They should make an effort to develop a working relationship with such students and encourage them to seek help and support when necessary.

Theoretical views about beliefs in teaching and practice

The structure of belief in teaching and learning primarily involves "direct transmission of belief in education" and "constructivist belief throughout the teaching and learning". These components of belief have been well-founded in academic research at least in the western countries that would have achieved international support.The constructivist view suggests that learners are not passive participants but actively involved in the product knowledge. Constructivist views provide students with more opportunities to produce solutions to existing challenges they face and encourage them to participate in the learning practices effectively. Therefore, cognitive processing development is more important than acquiring specific knowledge (Hensen et al., 2021; Yunus, 2020b). Lecturers must not function only in the classroom in which they instruct students very much in isolation from other classes and lecturers.

This development of product knowledge builds through the lecturers' presentation skills. To develop lecturers' skills in tasks, lecturers should continuously and informally assess their students (Chu et al., 2017), reflect on their practice (Chu et al., 2017; Resch & Schrittesser, 2021), have deep knowledge of their students (Chu et al., 2017; Thompson et al., 2021), and have a vision for their teaching (Kriz et al., 2021). This development can address the importance of lecturers being responsive and utilising students' needs, cooperating, and using research as a source of knowledge to address learning-related challenges and working collaboratively across disciplines. Taking a holistic view, how the lecturers express themselves is scrutinised, specifically their rights and duties.

Methodology

This study used a qualitative method. Purposive sampling was used in this study. For the qualitative interview, the total number of 25 lecturers were full-time lecturers from higher educational institutions in Malaysia. The respondents were of bothgender (male and female) had different qualifications; PhD, Master and Bachelor degrees with different years of experience in teaching.This analysis initially consists of developing a general sense of the data, and then coding descriptions and themes about the central phenomenon (Creswell, 2012). First, the researcher analysed the interview datausing inductive thematic analysis. The thematic approach in the particular inductive thematic analysis was usedto explore themes regarding lecturers' beliefs on teaching and practices. Second, the coding analysis was used including 3 steps. The first step was open coding. In this step, the researcher compared the similarities and differences of items by respondents' answers and scrutinized and reduced data to concepts

and categories. The second step was called axial coding. Axial coding" is the process of relating categories to their subcategories, the outcomes of open coding (Uribe-morales et al., 2022). The axial coding phase aims to search for possible meanings by exploring final dimensions based on the lecturers' point of view regarding their beliefs on teaching functions and practices. The third step of the analysis was called selective coding. The most important role of this step was selecting the core category. This category should be related to other acquired categories in a systematic way, and maybe this category causes to refine and develop other categories (Keenan et al., 2022; Uribe-morales et al., 2022). In addition, the NVivo software program was used to organize and interpret the qualitative data results.

Trustworthiness

In qualitative research, trustworthiness refers to how to ensure the findings of the research can be trusted(Korstjens & Moser, 2018).For qualitative data, the conceptualizing of the terms trustworthiness and quality were posited for reliability and validity of qualitative research. Therefore, the triangulation method was used in this study to ensure the trustworthiness of the data was employed by usingmulti-step data analysis inductive including thematic analysis, coding analysis and NVivo software. The selective themes of interview analysis were checked by a panel review. Btepy eliminating researcher bias and belonging through various multi-sources, it is possible to retain trustfulness. According to Creswell (2012), to establish the trustworthiness of the qualitative findings, in the last step of the qualitative coding analysis, the items were reviewed by a panel that was not a part of the analysis process to examine whether they were logical and clear, as well as to check the placement of responses into suitable dimensions.

Findings

The interviews were analysed by inductive thematic analysisand coding analysis. This analysis was used to answer the research question " What are the patterns of Lecturer's Beliefs on Teaching Functions and Lecturers' Teaching Practices for the lecturers in higher educational institutions?

Inductive thematic analysis

Inductive thematic analysiswasused to explore themes for lecturers' beliefs on teaching functions and teaching practices. By using this technique, the researchers extracted a pool of items. Items with similar concepts were removed and reduced for both interviews. The names of dimensions were obtained from frequently repeated words or phrases given by respondents. Thus, 150 items were extracted. Items with similar concepts were removed leaving 44 items. The names of frequent dimensions were obtained from frequently repeated words or phrases given by respondents.

Coding analysis

The 3 steps of coding analysis including the coding, axing and selective analysis were used to explore the final dimensions and select the final core category based on the lecturers' point of view regarding their beliefs on teaching functions and practices. The NVivo software program was used during the analysis of coding analysis to organize the codes and the categories of the new themes.

Open Coding Analysis

The open coding technique was used to facilitate the structure and benchmark of the whole qualitative analysis. According to four interview questions, the main themes such as lecturers' beliefs, teaching functions, teaching practices, and beliefs on teaching functions and practices were analysed before by doing axial coding and selective coding as described below. Figure 1 showed the relation of themes of open coding.

Figure 1 *The Open Coding Analysis*
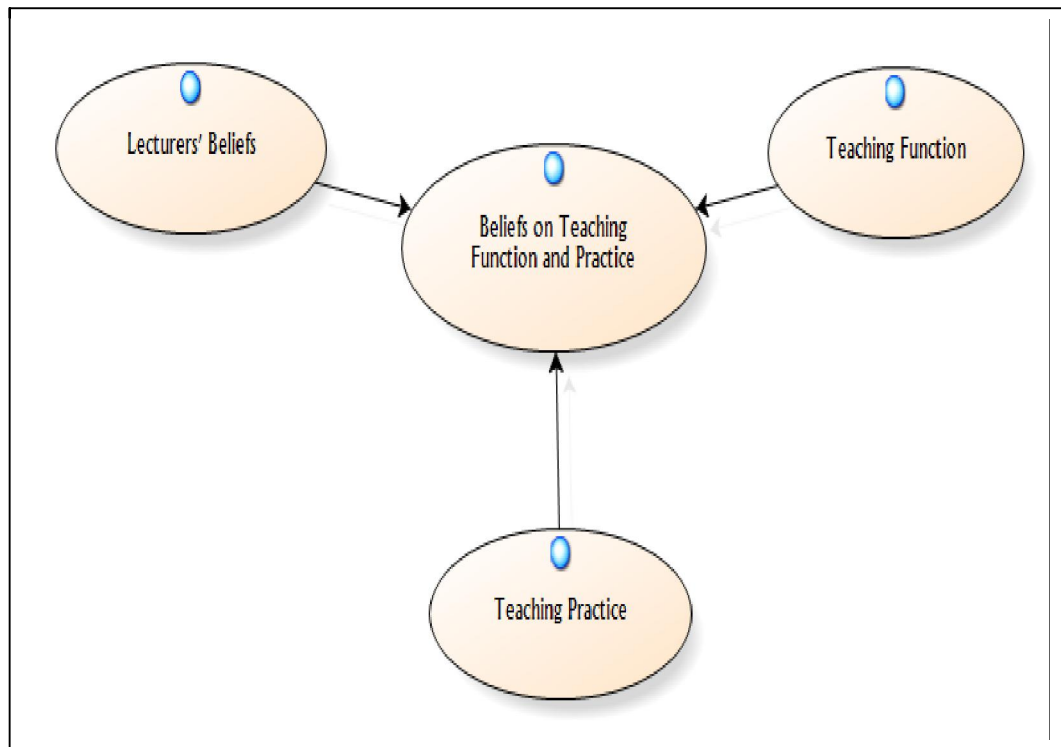

Teaching Functions

Figure 2 showed that there were 21 sub-themes for teaching functions elicited from the lecturers' responses to the first interview question "Do you have a certain perspective on teaching functions? (If yes, what is it?). These sub-themes include knowledge, positive relationship with students, collaborative learning, using appropriate aids and media, being a guide and facilitator, being an effective lecturer, updating new theories in teaching, monitoring, diagnosing students' weaknesses, setting achievable and challenging tasks, effective course manager, interaction, skilful, developing teaching syllabus, belief in student s' ability, using new teaching methods, student profiling, being expert, working professionally, and administrating student's learning which involves administrating teaching and learning environment, and administrating learning process.

Figure 2 *The Open Coding of Teaching Functions*
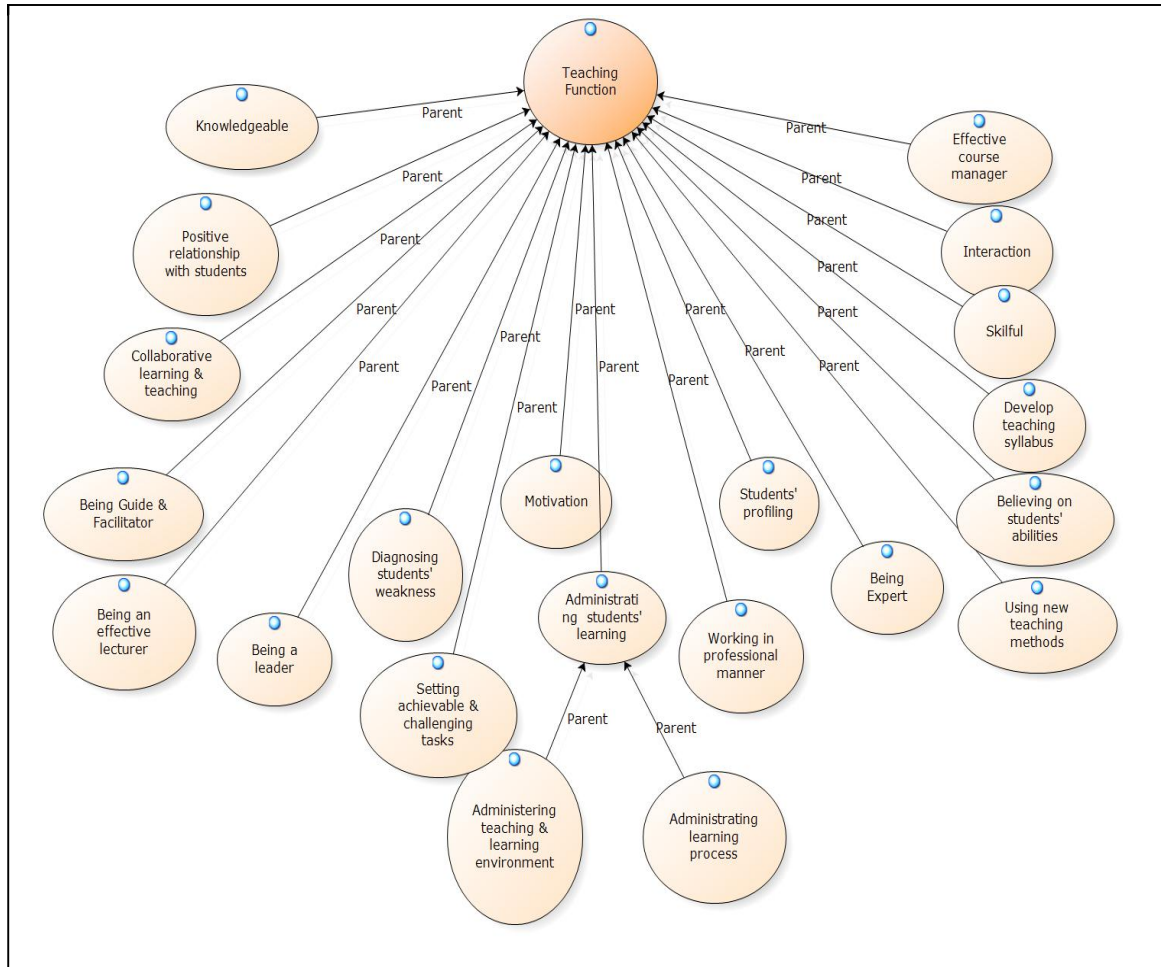
Lecturers' educational beliefs filter their instructional curricular decisions and actions and other aspects of teaching and learning. Lecturers' belief themes are generated based on the answers of respondents to the second and third interview questions "What do you think about lecturers' beliefs on teaching functions? And do you think that the lecturer should have certain beliefs on teaching or his / her beliefs on teaching updated?"

As shown in Figure 3, the lecturers' beliefs had two main themes which are the need of changing beliefs which has four sub-themes including the importance of beliefs in the teaching process, improving professionalism and adopting an eclectic model of teaching including developing new teaching strategies as a subtheme. Second, the theme of the source of belief involves a sub-theme referring to religious beliefs.

**Figure 3** *The Open Coding of Lecturers' Beliefs*
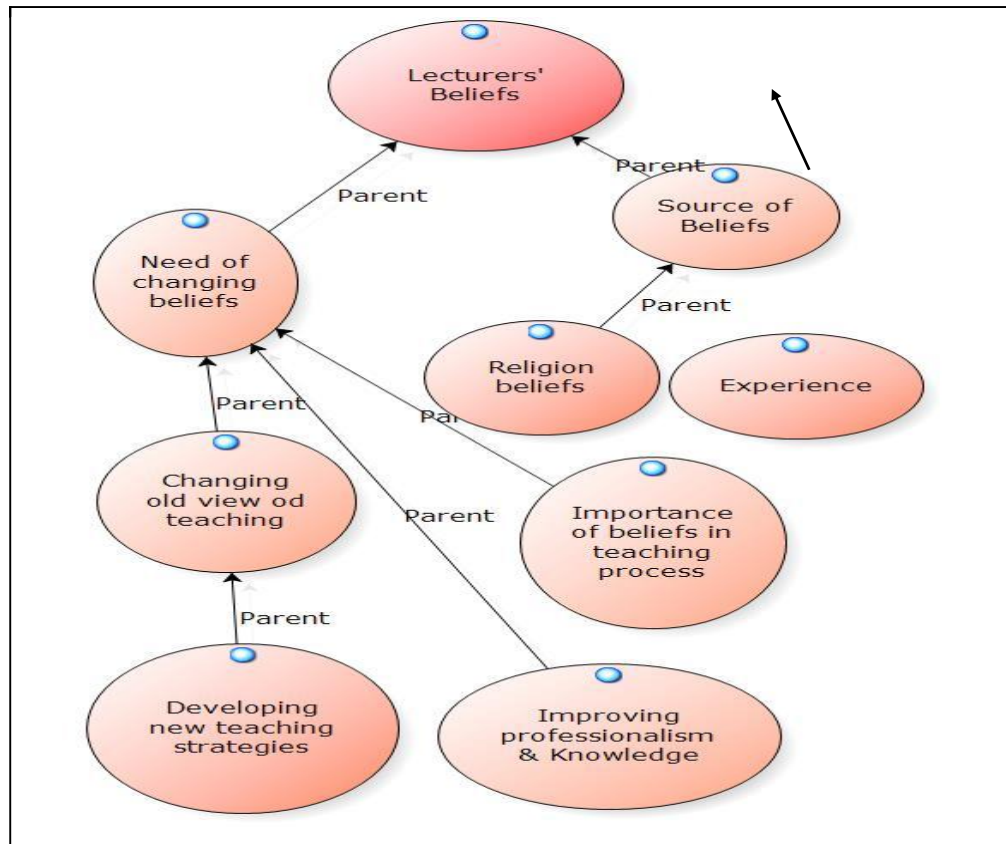
Teaching Practices

Based on the interview questions particularly the fourth question, six sub-themes related to teaching practices were generated. As shown in Figure 4, teaching practice had six sub-themes including real-world problems, learning by experience, critical thinking, integration, learner-centred, and being creative as the most frequent answers that represent the lecturers' perceptions in enhancing teaching practice.

Figure 4 *The Open Coding of Teaching Practices*
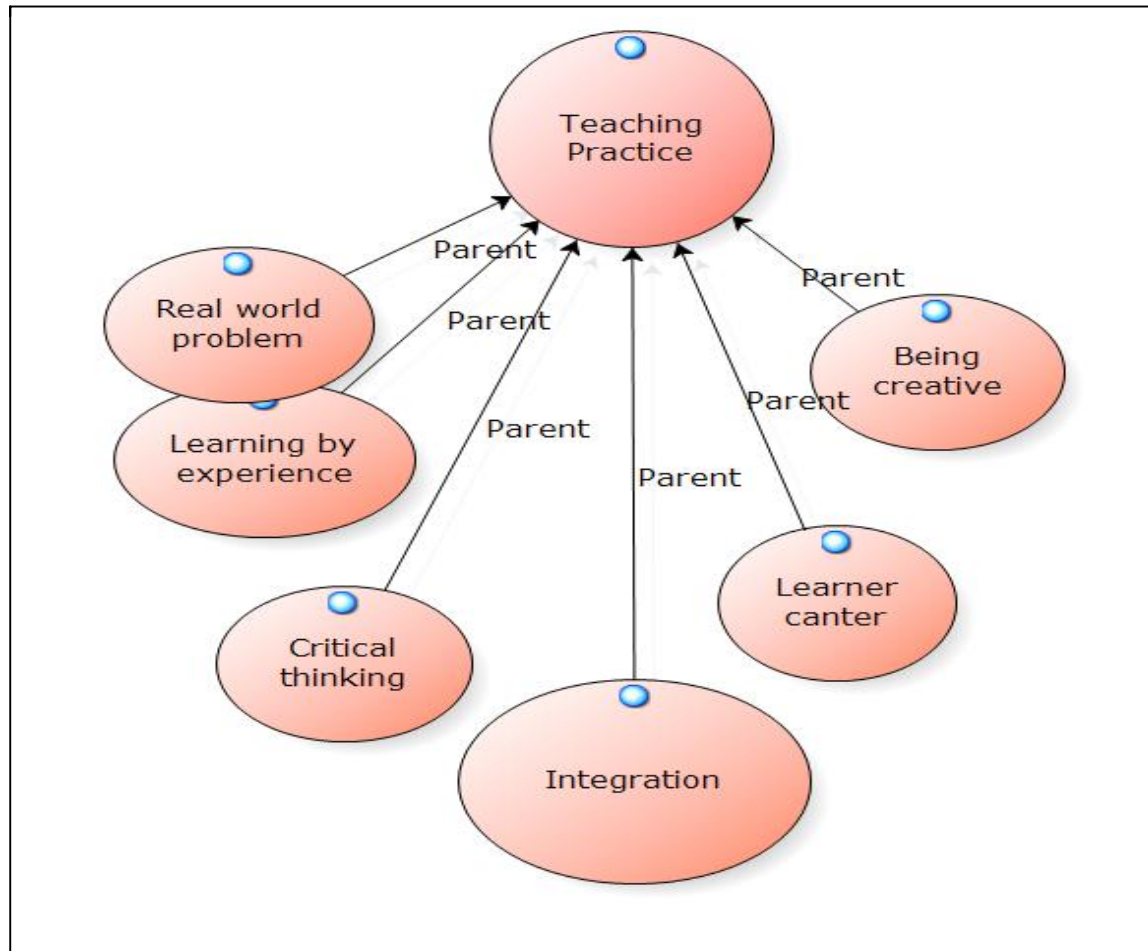
Beliefs in Teaching Functions and Practices

The relationship between beliefs on teaching functions and practices were investigated based on the fourth question "Do you think lecturers' beliefs on teaching functions influence teaching practices" As shown in Figure 5, beliefs on teaching functions and practices had nine sub-themes including developing education and country, change in the teaching process, change of teaching style, reflecting on student's attitudes, new student assessment policy, creating new knowledge, improving practical performance, and achieving teaching and learning objectives.

Figure 5 *The Open Coding of Beliefs on Teaching Function and Practice*
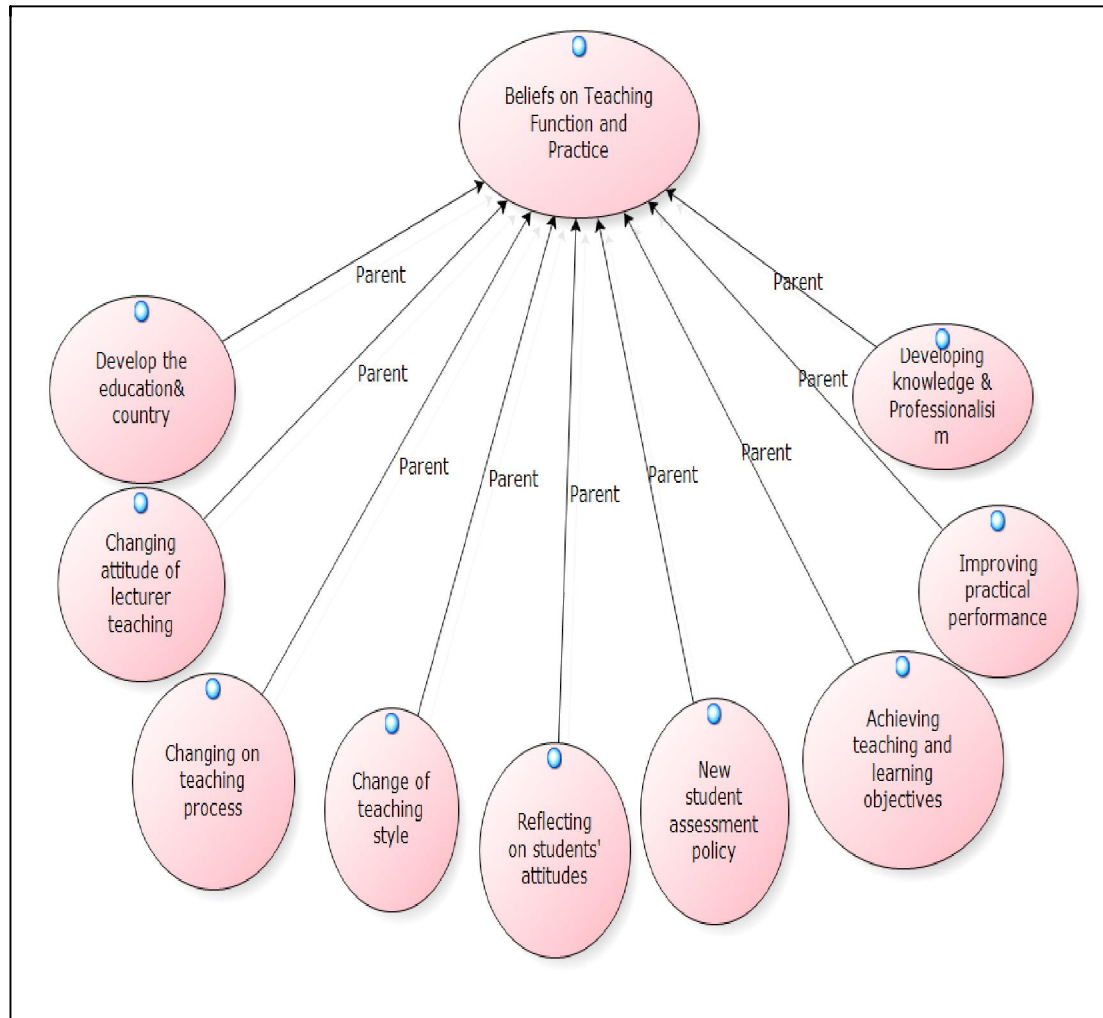
Axing and Selecting Coding

After the first phase of open coding as a process of outlining all data related to the answers to the four interview questions, the second phase of qualitative analysis is described as axial coding. The axial coding phase aims to search for possible meanings by exploring final dimensions based on the lecturers' points of view regarding their beliefs on teaching functions and practices (Uribe-morales et al., 2022). Thus, the researcher utilized axial coding to explore dimensions of "how do they differ?" and do other respondents respond differently?" in each desired theme for integrating all themes into one as illustrated in Figure 6.

As shown in Figure 6, five new themes were produced based on the selective themes. Figure 7 showed the new selective themes including constructivist teaching, experiences, professional development, improving knowledge, and improving quality of teaching and learning The selective themes coded as professionalism was a result of integrating the theme codes of developing new teaching strategies, improving professionalism and knowledge, working professionally, develop the education of the country, change teaching style, changing on the teaching process and improving practical performance.

The selective theme coded as updating new teaching models and theories was a result of integrating the theme codes of using new

methods and teaching in teaching and learning, changing teaching styles and new students' assessment policy. Global beliefs have a local impact on lecturers' beliefs about the content they teach, their students, and themselves as lecturers. The selective theme coded as experience and integration was a result of integrating the theme codes of experience, collaborative learning, and teaching, learning by experience, interaction, improving practical performance, and real-world problems. While the selective theme coded as creating new knowledge was selected as a result of integrating the theme codes of improving professionalism and knowledge, using new methods and techniques for teaching and

learning, integration, changing teaching style, improving practical performance, working professionally and achieving teaching and learning objectives.

The final selective theme of developing/changing education was a result of integrating the theme codes of using new methods and techniques in teaching and learning, improving professionalism and knowledge, developing new teaching strategies, changing the teaching process, changing the attitude of lecturer teaching, changing of teaching style, develop education and country, new student assessment policy and achieving teaching and learning objectives.
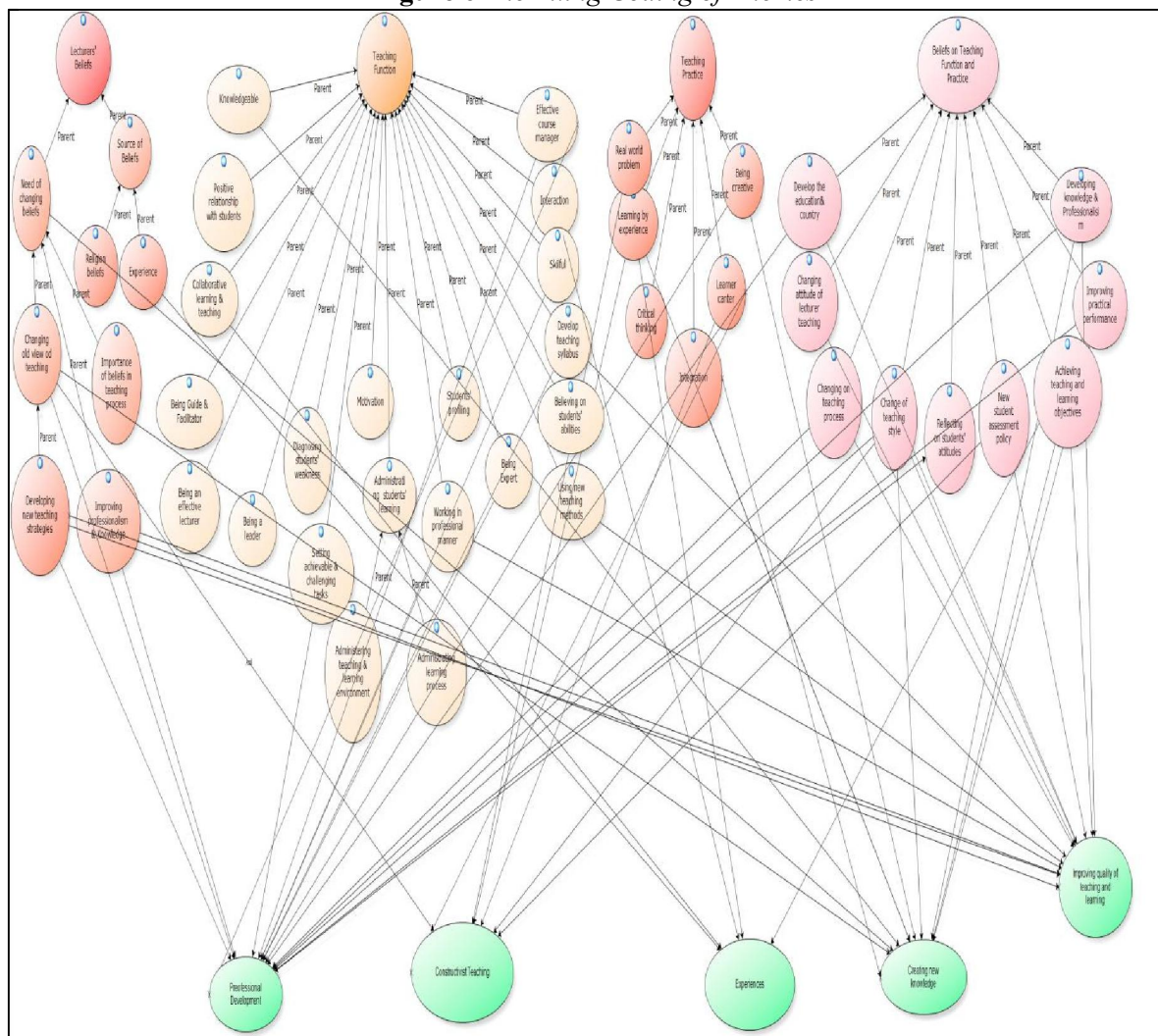
Figure 6 *The Axing Coding of Themes*

Figure 7 shows the proposed framework for thelecturers' beliefs on teaching and teaching practices based on the findings. The proposed framework consisted of fivenew themes namely constructivist teaching, experiences,

professional development, and improving knowledge. The five components of the proposed framework correlated and aligned with the goals andpolicies of higher educational institutions.

Figure 7 *The Proposed Framework for Lecturers' Beliefs on Teaching Functions and Teaching Practices*
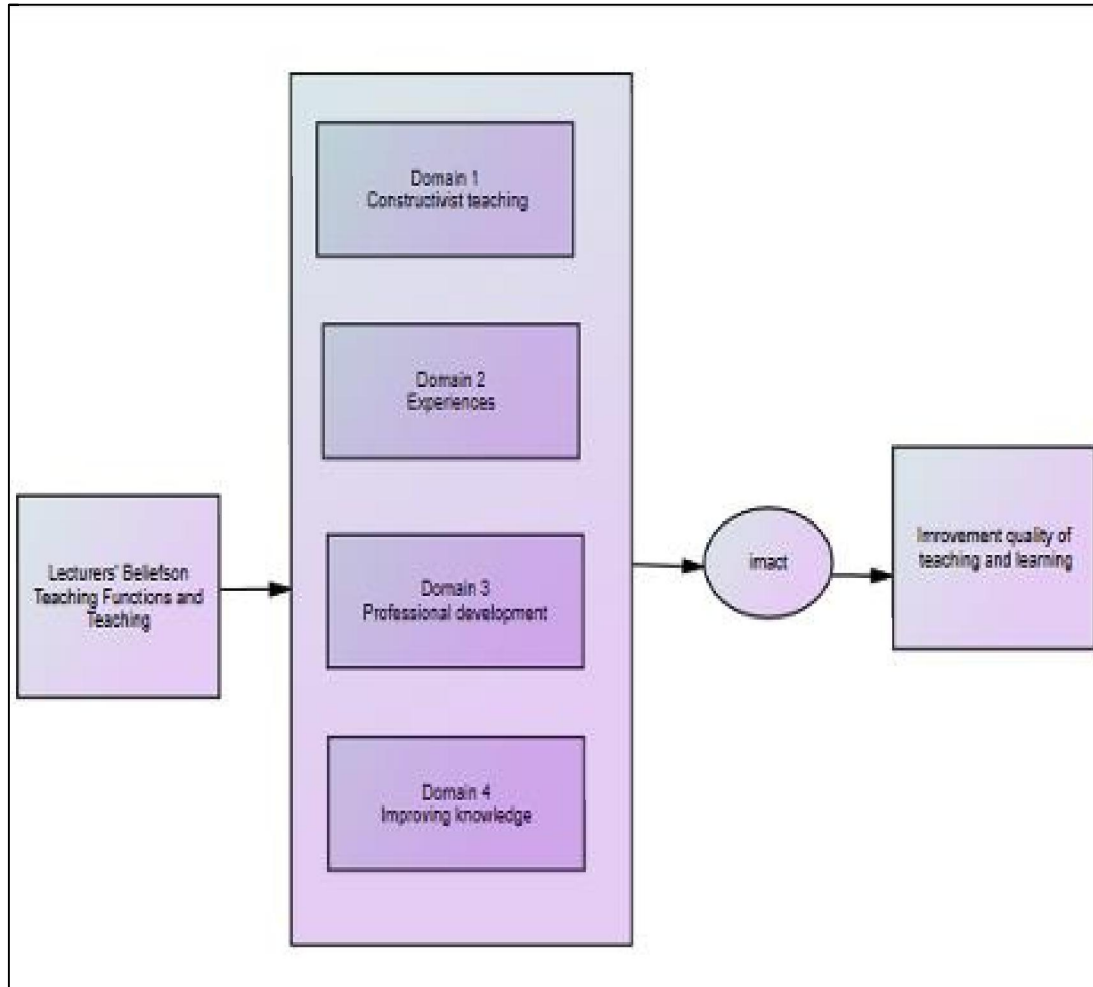
Discussion

This study aims to propose a framework for Lecturers' Beliefs on Teaching Functions and Teaching Practices. To achieve this objective of proposing a framework, inductive thematic and coding analyses, procedures of research interview, and reviewing the constructivism theory were taken to develop a proposed framework regarding lecturers' beliefs on teaching functions and practices. In addition, documents were analysed to support the analysis data results of the interview. The themes coding of documents were integrated with the similar and related themes of the interview to produce new themes. As the most significant resource in higher education, lecturers are critical to raising education standards. Improving the efficiency and equity of educational institutions depends, in large measure, on ensuring that lecturers are highly skilled, well resourced, and motivated to perform at their best (OECD, 2009;Emir, 2021;

OECD, 2020). It is essential to know the strengths of lecturers and those aspects of their practices that could be further developed. A lecturer's beliefs are thoughts that function as a filter influencing decisions and actions made before, during, and after classroom practices. (Mofreh et al., 2021).

From this perspective, the lecturers and stakeholders should realize the vital step in understanding the lecturers' beliefs and their perceptions for their professional development and improving the quality of higher educational institutions. Thus, the assumption of this study was professional development of lecturers can be characterised by their beliefs on teaching functions and they are influenced by their teaching practices. Lecturers' beliefs hold influence their perceptions and judgments, which, in turn, affect their behaviour in the classroom, or that understanding the belief structures of lecturers is essential to improving their professional preparation and teaching practices (Ismail et al., 2019; Kriz et al., 2021; Thompson et al., 2021; Yunus, 2020b).

Figure 7 showed the proposed framework regarding Lecturers' Beliefs in Teaching and Teaching Practices. The framework consisted of four domains namely constructivist teaching, experiences, professional development, and improving knowledge.Therefore, the findings of this study suggest a significant relationship between lecturers beliefs and teaching practices based on implementing the proposed four domains resulting in improving the quality of teaching and learning. The five components of the proposed framework correlated and aligned with the higher educational institutions' goals and policies. The description details of these five domainsare as follows:

i. Constructivist Teaching

Constructivism views reality as being in the mind of the knower, without denying external reality altogether (solipsism), although some fundamental constructivists come very close to complete denial (Chu et al., 2017; Jan et al., 2020). The image of student learning that goes with constructivism underlines the learner's active role. Students are to be confronted with "contextual" real-world environments or "rich" artificial environments simulated through interactive media. Learning is self-regulated with lots of opportunities for discovery and students' interpretation of events. Learning strategies, learning to learn

and reflecting on these learning strategies (meta-cognition) are as important as mastering content. Different ways of finding a solution are as important as the solution itself. The other side of the constructivist is teaching and instructional technology that enables students "to construct their own meaningful and conceptually functional representations of the external world" (Bandilla, 2003; Junus et al., 2021; Sah & Shah, 2020). The lecturers become more of a coach who assists students in "crisscrossing the landscape of contexts", looking at the concept from a different point of view each time the context is revisited (OECD, 2020).

ii. Experiences

Constructivism goes beyond the study of how the brain stores and retrieves information to examine how learners make meaning from experience rather than the transmission of knowledge; learning is an internal process of interpretation (Ali et al., 2020; Mei Kin et al., 2018; Yunus, 2020b; Yussof & Sun, 2020) lecturer's responses were considered to be reflections of the generally experienced impact of professional development. The findings showed that the experiences that impact professional development activities contribute to a similar extent to the latent variable that reflects the experienced impact, in general (OECD, 2020). In this research, lecturers' teaching practices refer to lecturers practical activities by which the lecturers have transferred the knowledge and experience in actual situations to the students by using proper teaching methods, techniques and a variety of activities to demonstrate and improve students' learning (Bush et al., 2016; Ismail et al., 2019; Othman et al., 2020; Resch & Schrittesser, 2021).

Lecturer development is the professional growth a lecturer achieves as a result of gaining increased experience and examining his or her teaching systematically. Experiences shape their beliefs about students, curriculum development and the overall process of schooling (Jenßen et al., 2021; Othman et al., 2020; Sharma & Al-Sinawai, 2019; Tahir et al., 2020).Ismail et al.(2019) and Junus et al. (2021) suggested that lecturer training and teaching experience in the classroom contribute to the development of pedagogical content knowledge, while disciplinary knowledge (Cortazzi & Jin, 2020; Thompson et al., 2021) in lecturer education contributes

to the development of the subject and curriculum knowledge among future lecturers. Experience plays an important role in forming lecturers' beliefs about teaching and learning processes as individuals in society. Jenßen et al. (2021) noted that personal experience is a key source of education.

Lecturers' experience criteria to be effective in the education of a person were interaction, continuity and integrity. Chu et al. (2017) identified two types of experience, formal and informal. A formal experience is represented by the formal education through which lecturers have passed, either in school or in college, or the in-service training courses. The type of informal experience lecturers represented in everyday life contacts, past or present, could have an impact by adding, refining, adjusting, supporting, challenging, or even changing their beliefs and knowledge. In this sense, Tahir et al. (2020) referred to both formal and informal experiences as "socialization influences," arguing "teaching in schools had more power to influence lecturers' beliefs and practices than the college experience "his officer had.

iii. Professional Development

There is a need in improving the lecturers' practice and their teaching skills. Professional development of lecturers could be through training programs designed to improve their performance in the light of competencies and building on this proposal can be prepared bag competency-based training for the development of some of the teaching skills of faculty members according to the self-learning model. Professional competence is believed to be a crucial factor in classroom and educational institutions practices (Ali et al., 2020; Ismail et al., 2019; Junus et al., 2021). As mentioned in domain 2, the experienced impact of professional development is the dependent variable and variables from the category "need for and participation in professional development" as explanatory variables.

iv.Improving knowledge

Lecturers require great subject knowledge (including knowledge of how to teach the subject to students at the degree level) and the ability to respond quickly to changes only partially predictable in discourse and require students to take a more active (Bush et al., 2016; Chu et al., 2017; Yunus, 2020a) and take more personal risks in their learning (Chu

et al., 2017; Resch & Schrittesser, 2021; Yunus, 2020b). Beliefs about the role of education can filter down and impact lecturers' epistemological beliefs. These include beliefs like knowledge and the processes of knowing(Chu et al., 2017; Kriz et al., 2021; Resch & Schrittesser, 2021; Thompson et al., 2021). Three main components of pedagogical content knowledge:

a. knowledge of tasks
b. knowledge of students' prior knowledge
c. knowledge of instructional methods

v. Improving the quality of teaching and learning

Lecturers' beliefs about academic content, particularly concerning status, stability, sequence, and scope, shape their practices these beliefs inform the concepts lecturers emphasize, the way they order and organize material, the student understandings and misunderstandings they anticipate, and their instructional and assessment decisions. Lecturers' beliefs, practices and attitudes are important for understanding and improving educational processes (Jenßen et al., 2021; Tahir et al., 2020; Yunus, 2020b, 2020a; Yussof & Sun, 2020). They are closely linked to lecturers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and impudence student motivation and achievement (Chu et al., 2017; Ong et al., 2020; Yunus, 2020a, 2020b). Furthermore, they can be expected to mediate the effects of job-related policies such as changes in curricula for lecturers' initial education or professional development on student learning.

Ismail et al. (2019) and Junus et al. (2021) mentioned that the universities' efforts in the process of development and modernization improve their effectiveness and quality. Universities should keep up with scientific and technological developments and out of the classic styles in education to the line renewal of knowledge and scientific research and race civilized world and the great technological and addedKriz et al., 2021; Thompson et al., 2021). The universities review their mission and objectives and focus on the acquisition of skills and knowledge production and employment and their application and keep up with the times and work to give university professors of cognitive coping skills and practical experiences and the ability to deal

with modern technology, communication and coordination between units and departments and universities.

Like public sectors, higher education was not away from changes, the same factors force the public sector to work hard to improve its performance in controlling economic development creating an appropriate environment in markets for government and private projects (Bush et al., 2016; Chu et al., 2017; Thien & Chan, 2020).The public sector is also involved in the achievement of social development in countries. So, the public sector in general and higher education institutions, in particular, should give up the bureaucratic way in its work and attempt improving performance, one of the ways the most important is applying the concepts of total quality management.

Professional development activities frequently are designed to initiate change in lecturers' attitudes, beliefs, and perceptions (Ali et al., 2020; Chu et al., 2017; Nugroho & Mutiaraningrum, 2020; Tahir et al., 2020; Yunus, 2020b). Professional development leaders, for example, often attempt to change lecturers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or instructional innovation. They presume that such changes in lecturers' attitudes and beliefs will lead to specific changes in their classroom behaviours and practices, which in turn will result in improved student learning. Sharma and Al-Sinawai (2019)found that highly effective teachers were characterised based on beliefs. Lecturers' beliefs affect not only their teaching but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development.

Recommendations

Limitations to this research, the researcher suggest some recommendations for future research. Although this research involved lecturers from universities as higher educational institutions, future research could be implemented to consider other educational institutions such as schools. Also,it is possible involving other populations might add new factors to be studied. It can be done comparative research on lecturers' beliefs on teaching functions and teaching practices in government universities and private

universities in the same country or in other countries employing mixed-method design. Therefore, there is a need to investigate the role played by certain people's beliefs with whom lectures dealt during the educational process, such as the college and university administration and inspectors, educational decision-makers and their aims, and the students themselves.

Implications and Conclusion

Lecturers play a significant role in improving education. Some of the challenges should have been giving into consideration the teaching function of lecturers to gain a comprehensive explanation more about how these beliefs are shaped and affected their teaching practices. Therefore, understandings the lecturer' beliefs about teaching play an important role in their classroom practices and in their professional growth and improvement of the effectiveness of teaching in higher educational institutions.

Based on the findings' outcomes of this study, the higher educational institutions and stakeholders can use the proposed framework in appraising lecturers as is a supportive process that will be used to inform continuing professional development. That may lead to all lecturers taking responsibility for improving their teaching through appropriate professional development. Professional development will be linked to colleges' improvement priorities and the ongoing professional development needs and priorities of individual lecturers. All these will go a long way in enriching the educational process for lecturers, producing high academic achievers while still, instilling in lecturers strategies that are necessary for a workforce of the 21st century. Higher educational institutions would have gained direct and indirect benefits as it will increase understanding of lecturers' potential power of their beliefs and its influences on their professionalism and the effects of teaching practices. Also, the Ministry of Education as a representative of the government side can use the Lecturers' beliefs on teaching functions and lecturers' teaching practices model as a policy statement to increase the effectiveness of teaching. Though these concepts are commonplace concepts and strategies individually but implemented collectively on the hierarchical (both within and between levels, all other things being equal, better practices by the lecturers is a guarantee. Thus, it can be used for assessment purposes for

measuring the beliefs of teaching functions and practices, predicting the level and the effects of lecturers' beliefs on teaching functions on their teaching practices. Finally, the recommended framework of lecturers' beliefs on teaching and practices couldit could be implemented for assessing teaching functions on their teaching practices for lecturers at any higher educational institutions

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